

The Shared Learning Trust

THE RUSHMERE
PARK ACADEMY

WHY WORK FOR THE RUSHMERE PARK ACADEMY?

ABOUT US

- At The Rushmere Academy, we put our children at the heart of everything we do, to serve our local community
- You'll be working alongside a collaborative, forward thinking, friendly and supportive team of around 50 staff
- Unparalleled CPD opportunities with The National College catered to your development needs
- Excellent opportunities to develop and grow in a successful and expanding Trust
- Fantastic children with a wonderful desire to learn
- Employee of the month scheme, winning shopping vouchers
- Fantastic staff benefits that make a difference to your work-life balance

WE LOOK FORWARD TO HEARING FROM YOU

Please read the information in this pack. If you are interested in this job opportunity, please apply online today via our career site on:

<https://www.thesharedlearningtrust.org.uk/vacancies3/60982.html>

If you have any questions about the role or would like to visit the academy, please contact **HR Recruitment, Jay Powell on 01582 211 226** or j.powell@thesharedlearningtrust.org.uk

If you decide to apply, you should include a letter with your application form on no more than two sides of A4, giving your reasons to for applying for the post, addressing information you have read in the pack with particular reference to the person specification and outline any relevant experience you would bring to the trust. Please do not send a generic letter; we really are looking for someone who is prepared to respond to us as an individual trust. You can be sure we will take time and care in reading your letter; we appreciate how much energy goes into it.

SAFEGUARDING

"We believe in the safeguarding and welfare of children and expect all staff to share this view."

The academy is committed to safeguarding and promoting the welfare of children and expects all staff to share this commitment. Applicants must be willing to undergo child protection screening appropriate to the post including checks with past employers and the Disclosure and Barring Service. We are an equal opportunities employer.

The Department of Education (DfE) has set out statutory guidance 'Keeping Children Safe in Education' for schools and colleges on safeguarding.

Safeguarding is defined in paragraph 4 as: "Protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes."

The definition of 'children' includes everyone under the age of 18.

STAFF TESTIMONIAL

"Working at The Rushmere Park Academy means working alongside a team of caring and committed fellow professionals.

The time and hard work that all members of staff invest into the school generates a significant impact on the progress that the children make. I have gained an immense amount pride and satisfaction thinking about the part I have played in this. I am looking forward with relish to the next chapter in the school's life as it changes into Rushmere Park Academy."

Helen Hoare – Class Teacher



OUR LEADERSHIP



Dear Applicant,

Hello and welcome to The Rushmere Park Academy.

We are a thriving, friendly lower school and nursery at the heart of Leighton Buzzard, welcoming children from across the town. The school boasts a generously sized site with extensive grounds and two halls.

At The Rushmere Park Academy, you will be joining a friendly, ambitious team, committed to giving our children the very best start to their education.

As an academy within The Shared Learning Trust, our children and staff are supported to strive, achieve and believe as we work closely with families and community partners, offering a positive and nurturing environment in which to work and learn.

Kind regards,
Mr Jonathan Callender
Head of School

Firstly, let me start by thanking you for taking the time to read our information pack and allowing us the opportunity to tell you more about The Shared Learning Trust.

I first began working for The Shared Learning Trust as principal of The Stockwood Park Academy in 2009. Since then, the trust has grown from strength to strength, employing some 500 fantastic staff members who serve over 4000 children within our communities. It is my privilege to be CEO of our family of schools and work with each head of school to ensure the best possible education in their own academy.

Our ethos is simple; to build a collaborative partnership of academies and schools that will provide exceptional educational provisions, both in and outside the classroom for all our children. Our academies ensure students are supported, monitored and encouraged, ensuring that their learning experience will be challenging, rewarding and memorable. Students enjoy their time at our academies and give back to the wider community. They are role models and young leaders, who contribute to collegiate ethos with maturity.

We aim to recruit staff who:

- Are excited by their role and by the prospect of working with young people, even those who are less motivated
- Love the processes of learning and teaching and are keen to continually develop their own skills
- Recognise that teaching can be a demanding job and are able to react positively to those demands
- Will subscribe to the ethos of the trust and 'go the extra mile' in terms of time and commitment to get the very best from our young people
- See break duty as an opportunity to talk to children
- Are quick to praise and slow to criticise and are not afraid to admit to seeing themselves as potential leaders of the future

I am conscious that this may be your first contact with our trust and first impressions are very important. I hope what you have read, coupled with anything else you discover about us, inspires you to apply for this post.

With best wishes, Cathy



Cathy Barr,
CEO



ABOUT THE RUSHMERE PARK ACADEMY

Achievement of Pupils: 'GOOD'

The school has adopted well-structured programmes for teaching reading, writing and mathematics in small groups, and this helps pupils to make good progress. Work is well tailored to their needs.

Quality of Teaching: 'GOOD'

No pupil is held back from reaching their potential, as in every group the work is sufficiently demanding for them.

Behavior and Safety of Pupils: 'GOOD'

The behaviour of pupils is good. They have positive attitudes to learning and work hard. Pupils speak with enthusiasm about their educational experiences. They are polite and considerate of one another.

Leadership and Management: 'GOOD'

Much of their success is down to rigorous checks on the quality of teaching, careful tracking of pupils' progress, and high quality training for staff. Effective action is then taken to address any issues that are identified. Teaching staff are very positive about the way their skills are developed and how they are encouraged to take on new responsibilities.



Ofsted
...a good school

VISION & VALUES



'STRIVE, ACHIEVE, BELIEVE'

We are a unique family of schools, sharing our practice and beliefs to enable young people to achieve more than they ever thought possible. At The Shared Learning Trust, we will provide exceptional opportunities for all to be aspirational and develop a passion and excitement for learning! We will ensure our children, students and adults cultivate a strong self-belief so that they can flourish and develop into successful, well-rounded, self-respecting people. Our commitment to this vision can be demonstrated by our behaviours:

STRIVE

We will:

- Provide a caring, nurturing environment where children and young adults feel happy, healthy and supported. Our academies will be places of safety, enabling pupils to develop courage, strong ambition and be the best that they can be
- Continue to work together to share innovative practice and to provide a wealth of opportunities for all pupils and staff
- Have a Cross-Trust focus on high achievement and standards, where children are supported to meet ambitious targets
- Focus on the development of all our staff through quality recruitment and retention, with excellent opportunities for clear and dynamic career progression

ACHIEVE

We will:

- Aspire to provide exceptional lessons and learning opportunities, incorporating effective use of new technologies, enabling our learners to be successful and innovative
- Share strong trust approaches to our key issues, e.g. teaching, assessment, attendance and curriculum development
- Offer an interesting yet challenging curriculum in each of our academies
- By our all-through education, guarantee excellent 2-19 provision, with clear progression routes for all
- Continue to expect good behaviour and conduct at all times, allowing all to make progress and achieve excellence
- Place emphasis on collaboration with partners outside of our trust to maximise opportunities for all in our trust

BELIEVE

We will:

- Enable all of our learners to develop and flourish, through close working and regular communication with our families and local community
- Care for our families beyond the school day, supporting the development of high self-esteem and belief
- Ensure that every child in our trust reaches their full potential by providing exciting opportunities both inside and outside of the classroom
- Promote can-do attitudes and resilience across the trust that develop belief and high expectation

STAFF BENEFITS

We offer a fantastic range of benefits across our trust, supporting our staff in a variety of ways. Ranging from an extensive **Wellbeing package**, to free tea and coffee, you can be reassured that we have your best interests at heart.



Staff social events, including 5-a-side football and BBQs



Free eye test vouchers for all staff members



Free, onsite car parking at all academies



Reduced gym membership



Cycle to work scheme



Support for all staff with an experienced licensed counsellor



Free tea & coffee plus a reusable Bamboo coffee cup for new starters



Enhanced pension employer's contribution & death in service payment



Support with relocation, including a range of information and contacts



Online delivery drop off service, including Amazon deliveries



Refer a friend £500 bonus scheme

CAREER PROGRESSION

Offering all our colleagues the opportunity to progress and flourish within their careers is paramount at The Shared Learning Trust.

To continue our support for all members of our staff community, we have partnered with the Teacher Development Trust, offering our colleagues the opportunity to further their professional development by studying for specialist NPQs which are all completely funded.

We also offer CPD through The National College, offering a huge variety of CPD courses to all staff.



All colleagues have access to Perkbox, our Employee Benefits Programme, offering them a huge range of perks from vouchers, to free hot drinks or sausage rolls, from online gym classes to free online movies and a substantial **wellbeing package**.

When it's your birthday, you can also choose from a wide range of birthday boxes, complimentary of us!



Perkbox also provides access to 24/7 access to GP appointments, confidential support and guidance through our Employee Assistance Programme.

Colleagues have access to a team of fully qualified counsellors and advisors, with support for a range of emotional, legal and financial issues, along with a **wellbeing portal**, full of resources and videos.

We are excited to announce the proposed merger of The Shared Learning Trust (TSLT) with Advantage Schools (AS), which will take place on 1st September 2024. Consequently, all staff will be employed by Advantage Schools from 1 September 2024. Below are the key benefits of this merger:



ENHANCED CAPACITY

The merged Advantage Schools will have greater capacity and resources, enabling us to provide improved support and opportunities for our staff and students. This includes access to additional expertise, shared funding, and facilities that will enrich the educational experience.

CONTINUED GROWTH AND DEVELOPMENT

Joining an academically strong MAT will support the continued growth and development of TSLT's schools. We will benefit from shared best practices, innovative strategies, and collaborative initiatives that will enhance the quality of education and support services we offer.

IMPROVED SUSTAINABILITY

By transferring to AS and creating a larger organisation, we can ensure the long-term sustainability and viability of our educational provision. This move will enable us to navigate challenges more effectively and position ourselves for sustained growth and success in the evolving landscape of education.

COMMITMENT TO EXCELLENCE

AS shares our commitment to excellence in education. By aligning with a like-minded organisation, we can collectively uphold high standards of teaching, learning, and student outcomes across all 10 schools.

OPPORTUNITIES FOR STAFF DEVELOPMENT

Staff within the trust will have access to additional opportunities for professional development and career progression through a broader network of schools. This will enable our staff to further enhance their skills, expertise, and professional growth.

SCALE AND INFLUENCE

A larger combined business support function will have increased scale and influence in negotiating contracts, partnerships, and collaborations with external vendors, service providers, and government agencies. This will lead to better terms and outcomes for all.

The merged organisation will enhance educational opportunities and resources for pupils within the Luton, Central Bedfordshire, and Bedford areas. Leaders look forward to the exciting developments that this union will bring to both trusts and their respective communities.

Advantage Schools, which is based in Bedford and Central Bedfordshire and was formed in April 2017, comprises two secondary schools and three primary schools. Advantage Schools has also recently received approval from the Department for Education to establish a new free school in Bedford, further expanding its reach and impact.

If you would like any further information for our recruitment team, please do not hesitate to contact us.

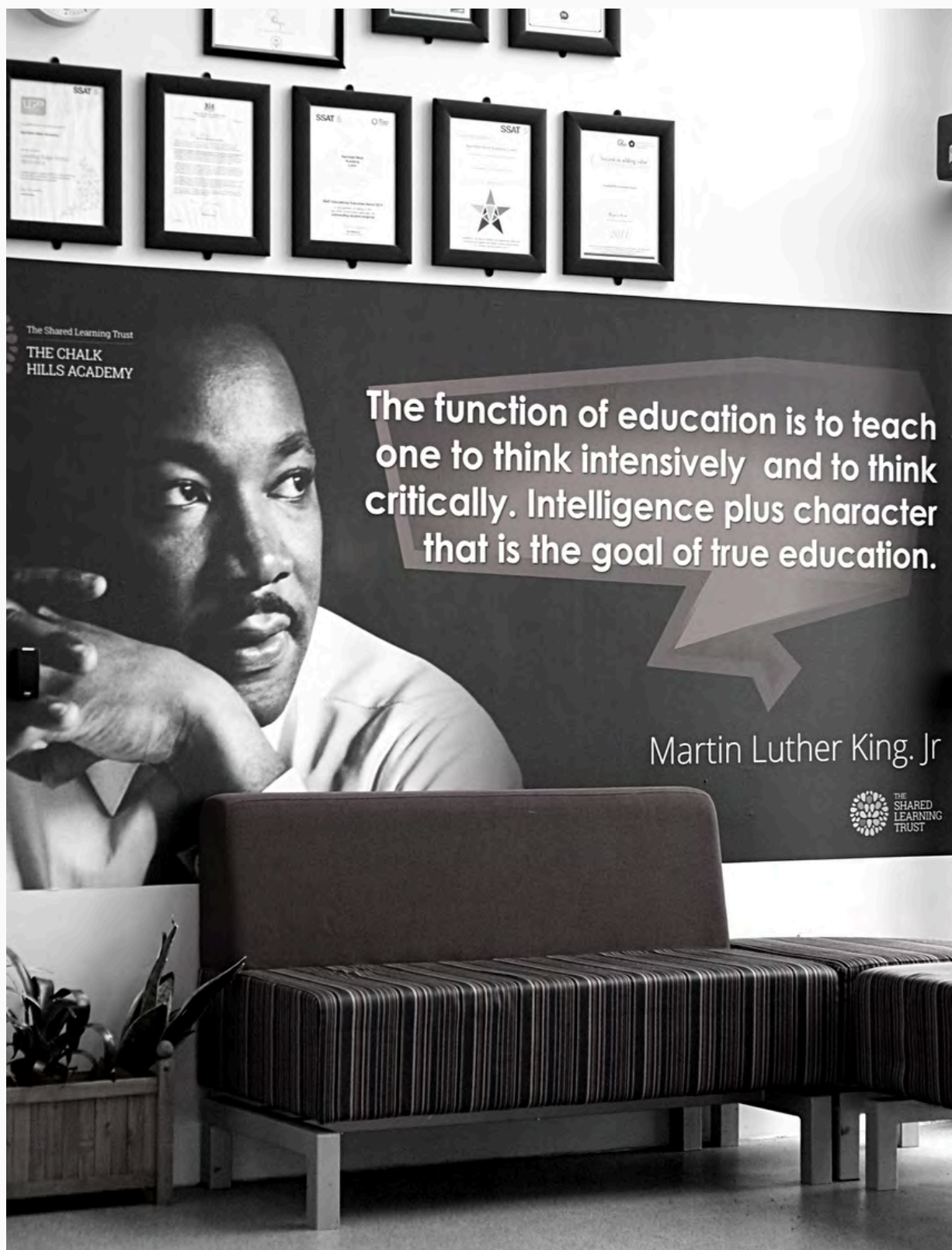


RECRUITMENT BOOKLET



The Shared Learning Trust

THE RUSHMERE
PARK ACADEMY



SEE MORE AT

WWW.THESHAREDLEARNINGTRUST.ORG.UK

Reception Class Teacher

The Rushmere Park Academy is a happy, aspiring and thriving single form entry lower school and nursery at the heart of the local community. The school is part of The Shared Learning Trust, a growing organisation with two other primary schools and two secondary schools across Bedfordshire. In addition to our main school building, we have our Kingfisher Unit, a specialist resource provision for children with autistic spectrum condition who are able to integrate into the mainstream school. Graded 'Good' by OFSTED.

Mr Callender, Principal, welcomes visits to the academy from prospective candidates.

We are looking to appoint a highly motivated, hard-working and nurturing Reception class teacher.

The successful candidate will be:

- Enthusiastic, motivated and committed to an outstanding provision for pupils
- Able to meet the needs of a range of pupils, making impactful adaptations where necessary
- An engaging and excellent classroom practitioner with a sound knowledge of the primary curriculum
- A team player who is organised and able to manage our excellent support staff in the classroom
- Able to support all pupils in fulfilling their potential
- Rigorous when dealing with safeguarding concerns and ensuring all children are kept safe
- A clear communicator who fosters positive working relationships with children, staff and parents

Job Description

The successful candidate will teach a full class of reception pupils, managing two Learning Support Assistants as the team deliver an outstanding EYFS provision. They will have a sound knowledge of the EYFS Curriculum, planning and organising activities that will inspire our young pupils to explore and learn. We believe in educating the whole child and this is especially important in our early years where the class teacher will ensure that pupils develop, achieve and enjoy their experience at school. In addition to the professional duties as given in the current School Teachers' Pay and Conditions Document, the reception class teacher will have a subject leadership responsibility. This will see them monitoring and managing a specific curriculum area for pupils across the school, where they will contribute to excellent progress.

Essential requirements

- Qualified Teacher Status
- Understanding of the EYFS statutory framework
- Experience of managing support staff in the classroom
- Thorough understanding of safeguarding and actively keeping children safe in school

Personal qualities

- A team player, willing to support others in achieving shared goals
- Organised and motivated
- Demonstrates high standards of professionalism at all times
- Communicates effectively both orally and in writing with pupils and adults
- Approachable, caring and kind and nurturing
- Ability to work under pressure, has a sense of humour and appropriate work/life balance
- Possesses a strong set of values and beliefs and shows awareness of how these fit in with the values of the Trust

Job Specifics

Start date: September 2024

Salary: MPS M1-M6 £30,000-£41,333

Contract: Full time, permanent, Teacher T&C's

Job Description

Post Reception Class Teacher
Salary MPS M1-M6
Responsible to Principal

GENERAL

The job description is not a comprehensive definition of the post and you may be required to undertake such other tasks appropriate to the level of appointment as the Principal may reasonably require. It may be reviewed annually or earlier if necessary and may be subject to modification or amendment at any time after consultation. You may discuss your job description with the Principal at any arranged time.

NOTES

The Leadership of the Academy reserve the right to alter the content of this job description, after consultation, to reflect changes to the job without altering the level or responsibility. The duties described in this Job Description must be carried out in a manner which promotes equality of opportunity, dignity and due respect for all people.

The School Teacher's Pay and Conditions Document gives details of the role and professional responsibilities of teachers. This job description is set within that framework and on the National Standards for Qualified Teachers and is aligned with teacher's expectations for Performance Management.

Responsibilities	Key Tasks MPS 1-6	Task Evidence
Teaching Responsibility	<ul style="list-style-type: none"> • Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions • Consistently demonstrate the positive attitudes, values and behaviours which are expected of pupils • Plan and prepare lessons to meet the needs of all pupils. • Use teaching time and resources effectively to promote learning objectives. • Use appropriate classroom organisation for curriculum objectives. • Set/mark appropriate, differentiated/challenging work and monitor completion. • Record and report on the progress and attainment of pupils. • Provide appropriate homework. 	Planning file. Lesson observations. Work sampling. Tracking date and pupil report
Pastoral Care and Supervision	<ul style="list-style-type: none"> • Establish a safe and stimulating environment for pupils, rooted in mutual respect • Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • Maintain an ordered and disciplined working atmosphere in lessons. • Provide guidance to pupils on social and behavioural issues. • Supervise pupils in lessons, breaks, moving around the school and off-site. 	Lesson observations. Planning file and behaviour logs
Communication and Liaison	<ul style="list-style-type: none"> • Inform parents of half-termly curriculum plans. • Attend parent evenings to discuss curriculum issues and pupil progress. • Liaise with parents and outside agencies to support pupils. • Provide relevant information to other schools. • Provide information for Governors and educational agencies. • Attend staff meetings and work collaboratively with colleagues. • Work in partnership with support staff and provide clear guidance for class helpers which promotes learning objectives. 	Parent meetings. Communication to parents. Liaison meetings/transfer forms. Committee/staff meeting minutes.

		Communication books.
Performance Management and Training	<ul style="list-style-type: none"> • Be accountable for pupils' attainment, progress and outcomes • Be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these • Guide pupils to reflect on the progress they have made and their emerging needs • Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching • Make a positive contribution to the wider life and ethos of the school • Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • Communicate effectively with parents with regard to pupils' achievements and well-being • Encourage pupils to take a responsible and conscientious attitude to their own work and study • Attend agreed professional development courses/school INSET to update skills. • Participate in school performance management. • Proactive role in keeping PM file containing suitable evidence for teaching standards and targets set. 	INSET/Training record.
Curriculum and Management Duties	<ul style="list-style-type: none"> • Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings • Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship • Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy, and the correct use of standard English, whatever the teacher's specialist subject • Draw up and review, as necessary, with staff and governors, the curriculum maps, schemes of work and policies. • Set up resource areas and manage a curriculum budget. • Monitor planning for the provision of PP, SEND, More able and EAL. • Ensure that subject leader monitoring and development folder are kept up to date. • Monitoring quality and standards of implementation. • Contributing to school planning and self-evaluation. • Providing professional support to other teachers and support staff. • Lead appropriate professional development sessions. 	<p>Policy, scheme of work.</p> <p>Subject leader monitoring sheets.</p> <p>Subject portfolio</p>

UPS 1 & 2

Teachers in the Upper Pay Scale are expected to make a particular contribution to building team commitment in line with the statutory requirement to meet threshold standards.

Teachers are expected to contribute significantly to implementing work based policies and practice.

- Teachers are expected to deliver consistently good and outstanding teaching.
- Teachers are expected to ensure that all pupils achieve in line with school expectations, with many exceeding them.
- Teachers are expected to play a proactive role in leading the professional development of key stage colleagues.

UPS3

As above and:

UPS3 teachers play a critical role in the life of the school. They provide a role model for teaching and learning, make a distinctive contribution to the raising of pupil standards and contribute effectively to the work of the wider team. They take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning.

This list is by no means exhaustive; it is more of a guide of expected duties. The post holder may therefore be directed by the Head of school to undertake any other duties commensurate with this role

Whilst every effort has been made to explain the accountabilities and responsibilities for this post, each individual task may not be identified.

Person Specification

Candidates will be assessed on the following:

Essential Skills	Desirable Skills
<p>Professional:</p> <ul style="list-style-type: none"> • Qualified Teacher Status • An enhanced DBS certificate 	<ul style="list-style-type: none"> • Additional professional qualifications
<p>Experience:</p> <ul style="list-style-type: none"> • Experience of teaching within Primary education 	
<p>Skills, Knowledge & Aptitude:</p> <ul style="list-style-type: none"> • Ability to create a stimulating learning environment • An understanding of the role of assessment in teaching and learning • An ability to communicate effectively with parents and other members of staff both orally and written • Willingness to involve parents in their child's learning • A caring and supportive attitude towards all children and a commitment towards meeting the needs of children of all abilities • Ability to manage appropriately children's behaviour. • Ability to teach in a fully inclusive environment • An ability to plan coherently and seek further opportunities to enhance the curriculum • A sound Knowledge of National Curriculum at Key Stage 1 and 2 • Positive role model with strong leadership skills. • Self-motivated, creative and confident • Willingness to learn, share experiences and influence the work of others • Ability to work effectively and flexibly both independently and as part of a team and meet deadlines • Ability to lead, advise and manage other staff within the classroom environment • Confidence and appropriate training • Computer literate • Experience of leading an area of the curriculum • Ability to reflect upon one's practice, to evaluate performance (both strengths and areas for development) and to seek further professional development 	<ul style="list-style-type: none"> • A good understanding of school self-evaluation • Ability to demonstrate a clearly identified personal educational philosophy • A clear vision of their immediate professional development needs • A sound understanding of different learning styles • Experience of leading the development of a school policy • A good understanding of work-life balance and how to achieve this
<p>Personal:</p> <ul style="list-style-type: none"> • Well organised and efficient • Ability to work on own initiative • Ability to work as part of a team within a busy environment – good team player • Excellent verbal and written skills • Enthusiastic with a positive approach to new ideas and developments • Flexible to meet the changing needs of the school • Energy, drive and enthusiasm to support change in the future development of the school 	

- | | |
|---|--|
| <ul style="list-style-type: none">• Self-motivated• Demonstrate commitment• Approachable and compassionate• Aspirations for the future | |
|---|--|

We will consider any reasonable adjustments under the terms of the Disability Discrimination Act (1995), to enable an applicant with a disability (as defined under the Act) to meet the requirements of the post.